DOCUMENT RESUME

ED 339 874 CE 059 814

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TITLE Workforce Literacy: Employment & Workplace Materials. A Guide to Recent and Recommended Books.
INSTITUTION Free Library of Philadelphia, Pa.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE Oct 91
NOTE 24p.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Literacy; Beginning Reading; Business English; Career Development; Communication Skills; Daily Living Skills; Employment Interviews; Employment Patterns; Employment Programs; *English (Second Language); *High Interest Low Vocabulary Books; Immigrants; Intercultural Communication; *Job Search Methods; Job Skills; *Labor Force; Mathematics Skills; Reading Skills; Skill Development; Success; Vocational Adjustment
IDENTIFIERS *Workplace Literacy

ABSTRACT

The books in this work force literacy guide are listed alphabetically by title in each of two sections. The author, publisher, copyright date, reading level, type of book, number of pages, International Standard Book Number, price, and annotation comprise each entry. "Basic Books for Adult New Readers" contains 14 listings: "Building Success in the Workplace"; "Communication Skills That Work--A Functional Approach for Life and Work, (Books 1 and 2)"; "Don't Get Fired--How To Keep a Job"; "Get Hired--Finding Job Opportunities"; "How To Get a Job and Keep It"; "Job Interview Guide"; "Math Skills That Work--A Functional Approach for Life and Work"; "More than a Job"; "Practicing Occupational Reading Skills"; "Reading Skills That Work: A Functional Approach for Life and Work, Books 1 and 2"; "Real Life Employment"; and "Work-Wise--Tactics for Job Success." "Books for English-as-a-Second-Language Students" contains six listings: "Whattaya Do--Business English"; "The Working Experience"; "The Working Culture for New Americans, Books 1 and 2" (Cross-Cultural Communication and Career Development); and "Working in English, Books 1 and 2." In addition, 12 sources for more information" and addresses of publishers and distributors are listed. (NLA)

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workforce literacy:

Employment & Workplace Materials

by Martha A. Lane
Adult Literacy Consultant

with Nancy Laskowski and Susan McDougall
Reader Development Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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A Guide to Recent and Recommended Books

The Free Library of Philadelphia

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A Guide to Recent and Recommended Books

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The Free Library of Philadelphia

ACKNOWLEDGEMENTS

Thanks are due to

Frank Stephens, Graphic Arts, The Free Library of Philadelphia, for his explanations of the printing process

Lynn Washington, Graphic Artist, for her enthusiasm, knowledge, and patience

those representatives from Philadelphia literacy programs who responded to the Reader Development Program questionnaire and expressed their need for a guide to Workforce Literacy.

While major funding for this project was provided by the U.S. Department of Education through the Library Services and Construction Act, funds to support the Reader Development Program are also received from The Free Library of Philadelphia, the Mayor's Commission on Literacy in Philadelphia, and the Pennsylvania Department of Education.

WORKFORCE LITERACY: What Is It?

Two decades ago, "job-related literacy" was a term unknown to most U.S. literacy programs. Then, in the 1980's, businesses started reporting illiteracy-related problems. For example, in 1987 the New York Telephone Company reported that, in order to find 2,100 employees with adequate skills for the positions of telephone operator and repair technician, it had to test 57,000 applicants. Today, few literacy programs have **not** heard about the need to upgrade workers' basic literacy skills.

As it attempted to deal with the increasingly visible problems resulting from an underskilled workforce, the adult literacy community began to use new terms, including "industry-based," "job-specific," "pre-vocational," "vocational," and "workplace" literacy to define their programs. While each of these terms can have a special meaning, collectively they refer to programs serving people who need to master certain basic skills in order to do their current or hoped-for jobs.

To include all the programs mentioned above, the term **"Workforce Literacy"** will be used throughout this guide.

Chisman and Campbell in *Leadership for Literacy* (pages 145-146) suggest the following definition for workforce literacy:

> The term . . . [includes], in addition to the five basic skills (reading, writing and communicating in English, and math and problem-solving skills), such skills as the ability to work and learn independently, work cooperatively with others, respond quickly and flexibly to new situations, juggle multiple tasks, and decide what one needs to know and then find the information — in other words, many of the abilities and attitudes traditionally considered necessary for managerial and technical jobs.

Several types of workforce literacy programs exist in both the public and the private sectors. Some provide instruction at the place of employment during, before, or after work. Others provide instruction away from where the students and/or tutors work. Some teach general basic literacy skills and stress the reading, writing, math, and thinking skills that are needed regardless of the type of job. Others provide job-specific literacy instruction — reading needed by truck drivers, for example.

According to "Job-Related Basic Skills: A Guide for Planners of Employee Programs," reading ability is required for almost any job today. Further, the reading level of most job-related material is between the 9th and 12th grade level of difficulty.

The types of reading to be done in the workplace also have changed greatly. Some employees must be able to read reference books, graphs, tables, and computer printouts with equal ease. Some must be able to write several different types of reports. Some must be able to compare information printed on computer screens.

The "Job-Related Basic Skills" study makes numerous suggestions about the kinds of instruction that workforce literacy projects should undertake, including:

- using materials about, or actually used on, the job
- building on students' prior knowledge
- building on students' prior work experiences
- customizing materials as much as possible to meet students' particular needs.

The challenge for adult workforce literacy educators is to locate or to develop these materials. Unless a particular business or industry invests time and money to produce exactly what employees need, the challenge is often inadequately met. Books published for the general adult literacy field seldom are aimed at one particular job. Instead, they are generic in nature. They address skills and attitudes that are appropriate for any job, such as the importance of learning the vocabulary of the specific workplace or the importance of getting along with co-workers. While some commercially-published books attempt to build on students' prior knowledge or experiences, it is the instructor's responsibility to customize the materials to each student's needs.

There is another aspect of workforce literacy that tutors and teachers must keep in mind: too often the needs of the employer override the needs and interests of students. Although it is undeniably important that workers be taught to read, write, and communicate adequately on the job, it is equally important that workers be able to read, write, and communicate in the community and in the home. The best workforce literacy programs address the needs of the whole person.

WORKS CITED:

Chisman, F.P., & Associates. *Leadership for Literacy: The Agenda for the 1990s.* San Francisco: Jossey-Bass, 1990.

"Job-Related Basic Skills. A Guide for Planners of Employee Programs." *BCEL Bulletin* Issue No. 2. New York: Business Council for Effective Literacy. June, 1987. ERIC ED285974.

THE FREE LIBRARY OF PHILADELPHIA — RESPONSE TO THE LITERACY NEEDS OF THE WORKFORCE

In *Illiterate America*, Jonathan Kozol noted that 75% of unemployed adults have reading or writing difficulties; the National Assessment for Education Progress reports that a 1985 study of 3,600 adults between the ages of 21 and 25 indicated that 28% couldn't write a billing error letter and that 23% were unable to locate gross pay-to-date on a pay stub.

The Free Library of Philadelphia has responded to the needs of these disadvantaged adults in Philadelphia by committing many of its resources to the education of adult learners. Every branch library has books and pamphlets on job hunting skills and on various careers. Current, local information on job prospects and training requirements is available to Philadelphians through VICS (Vocational Information through Computer Systems, a service of the School District of Philadelphia), which can be found in four Free Library agencies. In addition, The Free Library maintains the **WORKPLACE,** a job and career information center for adults. Because many of the books and services available through Free Library agencies may not be useful for adults who are reading on an 8th grade level or below, the Reader Development Program (RDP) since 1967 has been reviewing, purchasing, and distributing adult basic education and English as a Second Language (ESL) books to organizations and individuals serving adult learners in Philadelphia. Most of the Reader Development Program's collection consists of basic skills books in reading, writing, and mathematics. Many of these books deal with workforce-related subjects such as the job search process and career planning and advancement.

The books selected for this guide meet the standard criteria for inclusion in the Reader Development Program collection. That is, the books

- are of interest to adults
- are written on the 8th grade level or below (Gunning Fog Formula)
- are available in paperback
- are relatively low-cost to allow for wide distribution to RDP users
- if fiction, contain well-drawn characters, universal themes, people from different backgrounds
- if non-fiction, contain accurate, timely, necessary information.

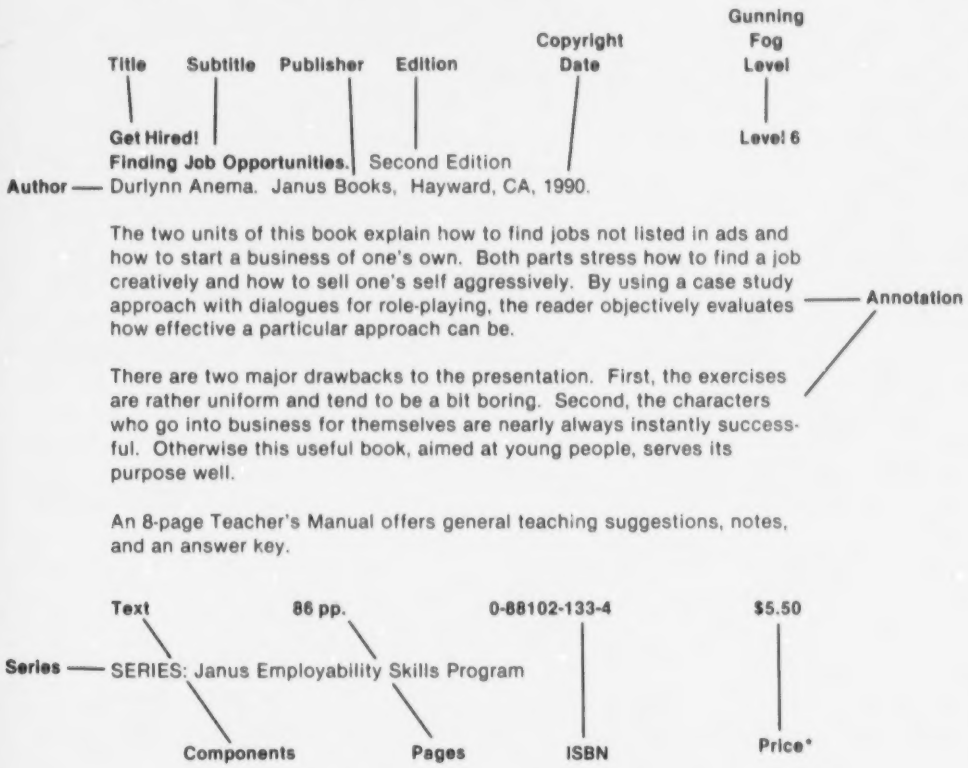
While every effort was made to choose outstanding books on appropriate and needed subjects for this Workforce Literacy Guide, selections often were limited by a lack of material on relevant topics.

BOOKS FOR WORKFORCE LITERACY

Books in this guide are listed alphabetically by title in each of the two sections that follow. The reading level (based on the Gunning Fog Index), type of book, number of pages, ISBN number, and price are included with each annotation.

For additional titles related to workforce literacy, see the "Jobs" section of the *Reader Development Bibliography*.

Key to Annotated Entries


Gunning Fog Level
Copyright Date
Title
Subtitle
Publisher
Edition
Get Hired!
Finding Job Opportunities.
Second Edition
Level 6
Author
Durlynn Anema. Janus Books, Hayward, CA, 1990.
The two units of this book explain how to find jobs not listed in ads and how to start a business of one's own. Both parts stress how to find a job creatively and how to sell one's self aggressively. By using a case study approach with dialogues for role-playing, the reader objectively evaluates how effective a particular approach can be.
Annotation
There are two major drawbacks to the presentation. First, the exercises are rather uniform and tend to be a bit boring. Second, the characters who go into business for themselves are nearly always instantly successful. Otherwise this useful book, aimed at young people, serves its purpose well.
An 8-page Teacher's Manual offers general teaching suggestions, notes, and an answer key.
Text
86 pp.
0-88102-133-4
$5.50
Series
SERIES: Janus Employability Skills Program
Components
Pages
ISBN
Price*

* Because prices are changed frequently, readers are urged to check with publishers or distributors about current prices before placing orders.

Building Success in the Workplace Level 4

R. Lois Teal. Steck-Vaughn, Austin, TX, 1990.

Twenty different work situations are presented for discussion. Some are in narrative form; others are in dialogue. Readers are asked to use critical-thinking skills to assess the problems. These subjects include the importance of being on time, accepting responsibility, maintaining personal hygiene and neatness, and avoiding inappropriate practical jokes. Exercises are intended to develop vocabulary, comprehension, and grammar skills. The book includes a glossary, a dictionary of job descriptions, and an answer key. Although this book could have included more challenging exercises, it adequately meets the demand for low-level materials for workforce literacy.

Text	86 pp.	0-8114-4221-7	$5.72

Communication Skills That Work: Level 5
A Functional Approach for Life and Work, Book 1
Wendy Stein. Contemporary Books, Chicago, IL, 1991.

Listening, speaking, and writing skills are needed in every phase of everyday life on the job and with friends and associates. This workbook helps adult new readers develop these skills. Each of the 13 lessons begins with an anecdote or short dialogue illustrating the need for good communication skills. This is followed by oral and written exercises that emphasize verbal skills such as sharing information and giving directions; organizational skills such as arranging information into lists, charts, and forms; and intuitive skills such as interpreting non-verbal communication. Most of the exercises are realistic and short.

One of the best features is a one-page section, "Applying Your Skills," which encourages students to transfer their new knowledge to their own lives. A concluding review section provides additional reinforcement and assessment.

Text	117 pp.	0-8092-4122-6	$5.50

Communication Skills That Work: Level 8
A Functional Approach for Life and Work, Book 2
Elizabeth Romanek. Contemporary Books, Chicago, IL, 1991.

Book 2 of this series requires that the student use more independent thinking and more intuitive skills in practicing communication than in Book 1. Correct protocol and practice in personal and business telephone calls are studied, as are techniques of precise communication. The lesson on attending meetings is particularly enlightening in its explanation of group decision making. In addition to the case histories and problem-solving activities, each of the 17 lessons contains an excellent exercise called "Working Together." This provides students with an opportunity to role-play for success in common work and life situations.

Text	155 pp.	0-8092-4121-8	$5.50

Don't Get Fired! Level 6
How to Keep a Job. Second Edition
Durlynn Anema and William Lefkowitz. Janus Books, Hayward, CA, 1990.

This book tells the reader how to avoid typical on-the-job problems and problem behaviors: e.g., talking too much, cheating, failing to ask for help. By reading realistic dialogues between employees and their bosses, the reader can learn many things about what **not** to do on the job. Short exercises follow the dialogue transcripts and give the student opportunities for developing vocabulary, comprehension, and critical-thinking skills.

This is an excellent text, especially for teenagers with no previous job experience. Older students — particularly conscientious ones with good job records — may find it satisfactory as a refresher, but, in general, less helpful.

An 8-page Teacher's Manual provides instructional strategies and an answer key.

Text	72 pp.	0-88102-134-2	$5.50

SERIES: Janus Employability Skills Program

Get Hired! Level 6
Finding Job Opportunities. Second Edition
Durlynn Anema. Janus Books, Hayward, CA, 1990.

The two units of this book explain how to find jobs **not** listed in ads and how to start a business of one's own. Both parts stress

how to find a job creatively and how to sell one's self aggressively. By using a case study approach with dialogues for role-playing, the reader objectively evaluates how effective a particular approach can be.

There are two major drawbacks to the presentation. First, the exercises are rather uniform and tend to be a bit boring. Second, the characters who go into business for themselves are nearly always instantly successful. Otherwise this useful book, aimed at young people, serves its purpose well.

An 8-page Teacher's Manual offers general teaching suggestions, notes, and an answer key.

Text	86 pp.	0-88102-133-4	$5.50

SERIES: Janus Employability Skills Program

How to Get a Job and Keep It Level 8

Dorothy Y. Goble. Steck-Vaughn, Austin, TX, 1990.

This workbook is most useful for its information on finding jobs and on negotiating the job interview successfully. It also covers applying for a social security card, completing a job application form, understanding wage and tax statements, and taking vocational tests. Experienced employees will be interested in the detailed chapter on changing jobs. An answer key is included for the independent learner.

Text	93 pp.	0-8114-4222-5	$5.80

Job Interview Guide Level 5
Third Edition
Arnold Livingstone. Janus Books, Hayward, CA, 1989.

This book begins with succinct information about succeeding on job interviews. Then the reader is introduced to actual interview situations. Each section presents a brief description of the job, a short profile of the job applicant, and a transcript of the interview. The reader rates the applicant's performance through a series of exercises. The exercises allow the reader to develop critical skills that can be applied to real life job situations. The reader is "interviewed" in the concluding chapter. After answering these questions, the reader rates himself by using questions similar to the ones used in the preceding exercises.

This book offers a refreshing and interesting approach to a usually dry subject. It will help independent students but is better suited for tutorial and small-group situations.

An 8-page Teacher's Manual gives teaching suggestions, lists of key words, and an answer key

Text	80 pp.	0-88102-121-0	$5.50

SERIES: Janus Employability Skills Program

Math Skills That Work: Level 6-7
A Functional Approach for Life and Work
Robert Mitchell. Contemporary Books, Chicago, IL, 1991.

Everyday work and life situations — filing and inventory duties, shopping, even dieting — demand the use of math skills. This two-book series looks at these needs and then offers instruction in relevant computation and problem-solving skills. This is a subtle shift from the more common method of teaching the skill and then showing how it can be applied. The thorough instructions and interesting examples will benefit independent learners; tutors and teachers can effectively use the texts in group settings. Book One covers addition, subtraction, multiplication, division, and time measurement. Book Two presents decimals, fractions, percents, general measurement, and data analysis (graphs, charts, computing medians and ratios). Using estimating skills and using a calculator are emphasized as practical tools in solving a variety of real life math problems. An answer key is included in both books.

Book One	198 pp.	0-8092-4124-2	$5.50
Book Two	200 pp.	0-8092-4123-4	$5.50

More Than a Job Level 6

John Gordon. New Readers Press, Syracuse, NY, 1991.

This volume of readings and its accompanying curriculum guide look at the world of work and the notion of vocation. The author teaches at Open Book, a community learning center in Brooklyn, NY. The guide and readings reflect the author's philosophy that true education will expose students to unfamiliar ideas and will draw them into debate on the nature of work and its implications for society. According to Gordon, the goal of reading instruction

should be to help the students see themselves as active participants in the intellectual life of society. Reading then ceases to be something to learn in order to do something else; it becomes part of the self.

To this end the curriculum uses reading, discussion, and writing activities to explore work through oral histories, short stories, quotations, and poems. Group readings are suggested to encourage learners to listen for ideas as well as to master reading techniques. An audio tape is available from the publisher for this purpose. The twenty-one activities in the curriculum guide are appropriate for beginning and advanced students. An optional set of work sheets, also available separately from the publisher, provides additional stimulus and practice; the lessons, however, can be used successfully without them.

This detailed, thoughtful curriculum is best suited for classroom use. Nevertheless, the independent learner will enjoy the challenge and pleasure that can be derived from the readings alone.

Text	96 pp.	0-88336-859-5	$7.00
Teacher's Guide	110 pp.	0-88336-860-9	$10.50

Practicing Occupational Reading Skills Level 6-8

Charles Stewart and Ellen Taylor. Steck-Vaughn, Austin, TX, 1990.

This series of six books is interesting, brief, and to the point. The books use sample tasks and vocabulary that relate to a particular occupational area, such as automotive mechanics or business, to teach reading skills. Each lesson concentrates on one skill; e.g., following directions or drawing conclusions. The many illustrations are clear, varied, and interesting. All exercises are multiple choice. The instructor may therefore wish to develop alternate comprehension checks; the introductory and follow-up activities included in the separate teacher's guide will be useful in this context. The guide also provides overviews of each unit, answer keys, and glossaries for each occupational area. The student units contain an answer key as well as a score sheet to track individual progress.

Texts	Automotive	45 pp.	0-8114-2831-1
	Business	45 pp.	0-8114-2828-1
	Carpentry	45 pp.	0-8114-2827-3

Electronics	45 pp.	0-8114-2830-3	
Health Care	45 pp.	0-8114-2826-5	
Machine Trades	45 pp.	0-8114-2838-7	
Teacher's Guide	44 pp.	0-8114-2832-X	
Sampler Set (includes one copy of each student edition and a Teacher's Guide)		0-8114-2833-8	$15.96

Reading Skills That Work: Level 6
A Functional Approach for Life and Work, Book 1
Susan Echaore-Yoon. Contemporary Books, Chicago, IL, 1991.

This book emphasizes the differences between reading for school and reading for work. Each of the 18 lessons follows a standard format: an opening story presents a life situation that requires reading or reasoning skills; follow-up exercises allow the student to practice skills and strategies; activities afford additional opportunities to apply the skills to the learner's actual work situations. Topics range from the use of acronyms, abbreviations, symbols, and codes as "shorthand" languages to the use of tables, graphs, and flowcharts in problem-solving. Informative examples, such as a troubleshooting table for repairing a malfunctioning printer, are drawn from many types of job situations.

The lessons, appropriate for individual or for group instruction, can be used sequentially or as stand-alone modules. The answer key is unusually thorough. This serves as an excellent introduction to, or review of, basic workforce skills.

Text	151 pp.	0-8092-4126-9	$5.50

Reading Skills That Work: Level 8
A Functional Approach for Life and Work, Book 2
Susan Echaore-Yoon. Contemporary Books, Chicago, IL, 1991.

The 18 lessons in this book develop the information taught in Book 1 on a higher, more detailed level. Interpreting written material, reasoning while reading, reasoning while performing day-to-day living and working tasks, developing problem-solving strategies, and working as a team are skills that are emphasized. Literacy students who have an opportunity to advance to a supervisory position will find the material particularly helpful.

This is a fine text for any student who wants to advance at work or to upgrade current skills. The readings are possibly too

difficult for some independent learners, but instructors can successfully modify the information for classroom use.

Text	152 pp.	0-8092-4125-0	$5.50

Real Life Employment Level 8
Revised Edition
Eleanor S. Angeles. Scholastic, New York, NY, 1990.

In this book's eight units, students will learn how to use reading and writing skills to get a job. They can also familiarize themselves with jobs in retail, in the government, and in the service sector; with jobs in the business field; with jobs that require manual labor; and with jobs using computers and new technologies. Vocabulary is taught in context; practical skills such as filling out forms and reading charts are related to the 34 actual jobs highlighted. These include auto mechanic, stenographer, stock clerk, travel agent, and computer-aided drafter. The skills developed are limited to reading, writing, and vocabulary; however, the brief profiles, the "Skills Checklist" appendix, and the attractive presentation make this a useful pre-employment text.

Text	127 pp.	0-590-35486-8	$5.95
Teaching Guide	127 pp.	0-590-35489-2	$8.95

Work-Wise: Level 7
Tactics for Job Success
Contemporary Books, Chicago, IL, 1991.

This book contains 11 sections about seeking and keeping a job. Each section has a fictional anecdote about the subject (e.g., a conversation with a friend about how the job interview just went) and brief information sections followed by short exercises. An answer key is included. The topics are quite specific and up-to-date. They include sexual harassment, AIDS and drug tests, and the right to privacy. Two-column layouts with black-and-white photos, some charts and maps, and many forms and checklists are used throughout.

The "short takes" presentation enables the student to browse through the book to find information as needed. Although the book is intended to be used by individuals, teachers will find that the format and topics can be adapted, with a little ingenuity, for most group situations.

Text	134 pp.	0-8092-4100-5	$5.25

Whattaya Do? Level 6
Business English
Nina Weinstein. Delta Systems, Inc., Dundee, IL, 1989.

The emphasis here is on teaching the kind of English that is actually used in the business world. Situations such as making initial contacts, presenting products, bargaining, and attending business parties are covered. Each unit begins with a humorous cartoon-style illustration and a natural-sounding dialogue. Following these are notes and exercises that explain business etiquette and idioms. For example, readers are told that "Why don't we" followed by a verb is not really a question but is an informal expression which means "Let's . . ."

This is a very practical companion volume to **Whaddaya Say?,** also in the *Reader Development Bibliography*. An audiotape, containing the dialogues, may be ordered from the publisher.

Text	104 pp.	0-937354-29-5	$7.95

The Working Experience Level 4-6

Jeanne H. Smith and Harry Ringel. New Readers Press, Syracuse, NY, 1991.

ESL students provided the text in this Language Experience Approach series. They reflect on topics such as their bosses, first jobs, help from friends, and benefits. Comprehension exercises are in the form of true and false quizzes and sentence completion. Language skills are taught by vocabulary review, structure (grammar) practice, and word family recognition. Communication skills are strengthened by discussion questions. Book 1 addresses the needs of low beginners; Book 2, those of high beginners; Book 3, those of low intermediates.

This goes beyond the instruction for survival that is done so well by many other ESL work-related texts. It affirms the emotional experiences of students while presenting the basics of spoken and written English. The thorough and well-organized Teacher's Manual is particularly apt for less experienced instructors. It includes answers to the exercises, suggestions for discussion, and alternative activities.

Book 1	63 pp.	0-88336-965-6	$4.50
Book 2	79 pp.	0-88336-966-4	$5.00
Book 3	79 pp.	0-88336-967-2	$5.00
Teacher's Manual	92 pp.	0-88336-968-0	$10.00

The Working Culture, Book 1: Level 4
Cross-Cultural Communication for New Americans
David Hemphill et al. Prentice Hall Regents, Englewood Cliffs, NJ, 1989.

This book covers such topics as the place of work in American life, the idea of cultural differences, standards of politeness and appearance, employer expectations, and problem solving on the job. The informative and interesting exercises, designed for small-group settings, ask ESL students to compare U.S. culture and work expectations with those of their own country. For example, some exercises show that common objects, behaviors, and ideas are often understood quite differently from one culture to the next; e.g., edible fruit, or the notion of wasting time. Another exercise shows people yawning loudly or talking while chewing. Students must check which actions are acceptable in their country and which ones are acceptable in the U.S. Although writing skills are not emphasized, students need to be able to read English quite well. Units are not sequenced and can be used in any order.

The book, crammed with illustrations, checklists and graphs, is one of the best available about the life, values, and customs of the work environment in the U.S.

Lesson plans and supplementary activities are contained in a separate instructor's manual.

Text	133 pp.	0-13-965187-X	$8.00
Instructor's Manual	69 pp.	0-13-965195-0	Free

The Working Culture, Book 2: Level 5
Career Development for New Americans
David Hemphill et al. Prentice Hall Regents, Englewood Cliffs, NJ, 1989.

This book, like the first in the series (see above), asks ESL students to compare U.S. culture and work situations with those of their own country. The straightforward information provided here covers how to break into jobs in the U.S. and how to move into better positions. Chapter subjects include skills identifica-

tion, training and licensing requirements, sample career ladders, payment methods, and workers' rights. The appendix lists more than 20 entry-level jobs and provides brief descriptions of each: name of position, duties, skills needed (including English language skills), skills to be learned on the job, employment locations, and general salary ranges.

Written by people with experience in helping minorities find and keep meaningful jobs, this book suggests practical ways to get out of the lowest-paying jobs and to advance in the workplace.

Although they will need to prepare thoroughly to explain the vocabulary and examples, tutors and teachers will find that the results are worth the effort.

Text	196 pp.	0-13-965377-5	$8.00

Working in English, Book 2: Level 4
Beginning Language Skills for the World of Work
Marianne Brems. Contemporary Books, Chicago, IL, 1990.

Through well-designed exercises and dialogues, this workbook emphasizes work-related problem-solving activities such as how to analyze personal skills, follow directions, ask a second time for information, and apologize for errors. The writing skills necessary for completion of the exercises are minimal. Extensive use of excellent charts help the ESL student to compare verb tenses, to master vocabulary, and to visualize sequences of events. This is designed for class work for high beginners; many exercises depend on information from classmates or other partners. A glossary would have made the book more valuable and easier to use. The Teacher's Guide gives detailed instructions for lesson preparation and presentation, exercise completion, and enrichment activities.

NOTE: Working in English, Book 1: A Picture-Based Approach for the World of Work contains the same information for low beginners written on a slightly lower level.

Text	181 pp,	0-8092-4169-2	$6.00
Teacher's Guide	108 pp.	0-8092-4146-3	$6.00

WHERE TO OBTAIN MORE INFORMATION

For more information about workforce literacy, or to learn about new developments in this field, contact the following:

AdvancE (Adult Education Clearinghouse)
Pennsylvania Department of Education Resource Center
333 Market Street, 11th Floor
Harrisburg, PA 17126-0333
(800) 992-2283; (717) 783-9192; FAX (717) 783-5420

AFL-CIO Department of Education
Human Resources Development Institute
815 Sixteenth Street NW
Washington, DC 20006
(202) 638-3912

American Society for Training and Development
1630 Duke Street
P.O. Box 1443
Alexandria, VA 22313-2043
(703) 683-8129

Business Council for Effective Literacy
1221 Avenue of the Americas, 35th Floor
New York, NY 10020
(212) 512-2415/2412

Center for Workforce Education
Laubach Literacy International
Box 131
1320 Jamesville Road
Syracuse, NY 13210
(315) 422-9121; FAX (315) 422-6360

Clearinghouse on Adult Education and Literacy
U.S. Department of Education
400 Maryland Avenue SW
Mail Stop 7240, Room 44
Washington, DC 20202-7240
(202) 732-2396; FAX (202) 732-3897

ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
(800) 848-4815; (614) 292-4353

Institute for the Study of Adult Literacy
The Pennsylvania State University
College of Education
204 Calder Way, Suite 209
University Park, PA 16801
(814) 863-3777

National Alliance of Business Clearinghouse
1201 New York Avenue
Washington, DC 20005
(202) 289-2910

The National Clearinghouse on Literacy Education
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292; FAX (202) 659-5641

U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-7240

Division of Adult Education and Literacy
(202) 732-2270

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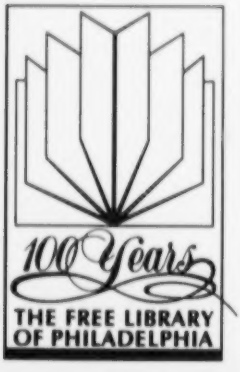

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